

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Kelly Mest
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Northside College Preparatory High School
(As it should appear in the official records)

School Mailing Address 5501 N Kedzie Avenue
(If address is P.O. Box, also include street address.)

City Chicago State IL Zip Code+4 (9 digits total) 60625-3923

County Cook

Telephone (773) 534-3954 Fax (773) 534-3964

Web site/URL http://www.northsideprep.org E-mail klmest@cps.edu

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Janice Jackson E-mail ceo-jackson@cps.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name City of Chicago SD 299 Tel. (773) 553-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Miguel del Valle
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 411 Elementary schools (includes K-8)
 - 8 Middle/Junior high schools
 - 93 High schools
 - 2 K-12 schools
- 514 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	129	147	276
10	127	144	271
11	120	130	250
12 or higher	119	155	274
Total Students	495	576	1071

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 20 % Asian
 - 7 % Black or African American
 - 34 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 35 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: ≤1%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1, 2018	1083
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. Specify each non-English language represented in the school (separate languages by commas):

English Language Learners (ELL) in the school: 0 %
4 Total number ELL

7. Students eligible for free/reduced-priced meals: 43 %

Total number students who qualify: 458

8. Students receiving special education services: 4 %

47 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|-----------------------------------|--|
| <u>9</u> Autism | <u>3</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>2</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>7</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>4</u> Specific Learning Disability |
| <u>8</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>11</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	58
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	94%	94%	94%	94%	94%
High school graduation rate	98%	98%	98%	100%	99%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	266
Enrolled in a 4-year college or university	93%
Enrolled in a community college	6%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	1%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2011

15. In a couple of sentences, provide the school’s mission or vision statement.

The Mission of Northside College Preparatory High School is to create a responsive environment that challenges all to embrace the joy of discovery, nurtures learners as they strive to fulfill their individual and collective potential, and empowers students to pursue their roles in the local and global communities.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Northside College Preparatory High School is a selective enrollment high school. Students are selected based on a combined score that includes 7th grade grades, nationally normed testing data, and selective enrollment admissions scores. Thirty percent of seats are reserved for students with the highest scores across the city. The remaining 70 percent of seats are divided evenly amongst students across four tier groups. Tiers are determined based on neighborhood and census tract data.

PART III - SUMMARY

Northside College Preparatory High School is a selective enrollment high school in Chicago's North Park neighborhood. Backing up to the Chicago River's North Channel, Northside's campus is a home away from home for its 1,071 students who come from near and far to attend classes each day, some walking just a few blocks and others traveling over an hour via public transportation. With students coming from every corner of the city of Chicago, Northside's school community is a dynamic one. Northside's student body is 34% Hispanic, 35% Caucasian, 20% Asian, 7% Black, and 12% Other with 43% of the students qualifying for free or reduced lunch. No single experience defines a Northside student or family; instead, Northside is comprised of many experiences each with its own unique story.

With a commitment to uphold Northside's core values of empathy, ethics, engagement, collaboration and curiosity in every endeavor, the students, faculty, and staff of Northside approach all of their academic and extracurricular activities with passion and tenacity. All courses are either Honors or AP level with 94% of Northside students taking at least one AP course by the time they graduate. Focusing on depth over breadth, Northside has 100 minute block class periods twice a week ensuring Northside's students are engaged in rigorous academic activity in the classroom as well as have the time and support outside of class to process what they have learned and prepare for the next class meeting. In addition to classes being blocked, classes flip in the second half of the week -- courses that met in the morning now meet in the afternoon and vice versa. This purposeful scheduling move allows students and teachers to see one another at different times during the day recognizing that while a student may be ready and raring to go at 8 a.m., they may not feel quite the same come 1:30.

Northside is committed to supporting its students' academic achievement, social emotional growth, cultural awareness, and community engagement. Northside was the first high school in Chicago to introduce the Colloquium program. Colloquium days occur every Wednesday of a five day school week and are a day for enrichment and academic support. Each student chooses a new Colloquia course each semester from the creative offerings developed by Northside's teachers -- which are just one representation of the diverse interests and abilities of both Northside's students and faculty. Courses change each semester with past courses including one dedicated to growing vegetables in the back campus Greenhouse, a Platform 9 $\frac{3}{4}$ Colloquia where students engaged in all things Harry Potter, a Robotics course, tutoring at nearby grade schools, surviving the Zombie apocalypse, a Stock Market colloquia, a colloquia dedicated to sampling the cuisines at nearby restaurants, and many, many more.

Northside prides itself on refusing to become complacent, and understands that even in a high performing school, students must have multiple pathways to success. Northside's most recent academic addition, N:Vision, is no exception. N:Vision is a competency based education (CBE) program which takes in a cohort of freshmen each year, with 2019-2020 marking the first cohort. Students within the N:Vision program take their core courses of English, Social Science, and Science together, as they work to master competencies in each course and progress to the next level. With a focus on asking and exploring big questions, N:Vision pushes students and teachers alike to rethink what a traditional classroom and learning experience look like.

Northside's program of studies is robust with courses offered at advanced levels across disciplines allowing students to pursue their interests in depth and with the guidance of expert teachers. While the student experience as a freshman is predominantly the same, by the time students are upperclassmen, their course schedules diverge in countless iterations as Northside's vast course offerings enable students to pursue a path of their own.

The Northside faculty is comprised of talented teachers who contribute much more than just their expertise in the classroom as they serve as teacher leaders on various teams throughout the school and continue their own learning by taking part in department and school wide PLCs (Professional Learning Communities). Nearly every teacher sponsors one club or more ensuring our students have the support and guidance they need to pursue their extracurricular interests.

With over 100 clubs, nearly every Northsider is involved in at least one club if not three or four. Each club is sponsored by a teacher and led by student representatives and each one showcases the varied interests of the Northside community. Club offerings alongside the athletic teams and an exceptional theater and arts program ensure that each Northside student graduates well-rounded and prepared to engage on college campuses and within future communities with more to offer than just their academic prowess.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Northside’s overall academic approach is firmly rooted in the school’s vision: To create a responsive environment that challenges all to embrace the joy of discovery, nurtures learners as they strive to fulfill their individual and collective potential, and empowers students to pursue their roles in the local and global communities. With the vision firmly in mind, teachers strive to create learning experiences that situate the subject matter in a more holistic context stretching beyond the classroom and school walls. They ultimately aim to enable students to synthesize information across courses with the students’ own unique individual experiences thus illuminating the importance of their roles as lifelong learners and contributors in a global context. To this end, teachers regularly collaborate with one another and reflect on their practices and curriculum to ensure the curriculum continues to be relevant beyond the classroom setting.

Alongside the responsibility teachers embrace to develop lifelong learners and responsible global citizens, teachers are also aware of their roles within the institution of education and the importance of preparing their students for success in their post-secondary pursuits. To this end, Northside’s teachers are committed to developing curriculum pathways that ensure all students advance in mastery of the given standards in their specific subject as well as develop the necessary habits of mind and critical thinking skills to be meaningful contributors to their discipline in the future.

1b. Reading/English language arts

The English Department’s core curriculum establishes benchmarks at each grade level that reflect the ELA Common Core Standards. Reading, writing, speaking, listening, and language development are addressed by a vertically aligned curriculum with common grade level assessments to ensure that students are meeting the prescribed standards. Over the course of four years, students read and respond to texts of various genres and levels of complexity. Students are challenged to provide apt evidence in support of assertions made when writing or speaking. Students are encouraged to question the assertions of authors and speakers, as well as their own. This questioning requires students to listen well to others and to themselves.

Northside’s ELA program focuses on writing with purpose and for multiple audiences. Moving beyond the technical, teachers provide students with specific feedback to push students outside of their comfort zone as writers and enable them to develop their voice and style.

ELA teachers collaborate regularly within and across grade level teams to review assessment data in order to identify the intervention needs of individual students or cohorts of students. In addition to reviewing department level summative and formative assessments, PSAT and SAT data are considered. Because more than 50% of our juniors take AP English Language, College Board standards also provide an essential framework for planning, instruction, and assessment.

Beginning with the freshman year, students learn how to use technology to access reliable sources for research purposes. All students learn how to use technology as a part of the research process through their access to online databases such as EBSCO and JSTOR. Because all students have access to Chromebooks in and out of school, grammar and writing instruction is reinforced by the supplementary use of digital platforms such as NoRedInk and Quill.org. Students are asked to present their research through a multimedia presentation that requires them to make design and presentation decisions.

1c. Mathematics

One of the math department's core tenets is that students are placed in the appropriate math course in order to provide them with the greatest opportunity to experience growth and success. Thus the math sequence of courses includes multiple entry points into the progression of the curriculum and various ways to advance

once in the progression. Incoming students demonstrate mathematical proficiency at various levels and the math department places them into appropriate courses in 9th grade. These placements range from Algebra to Multivariable Calculus depending on students' competence and interest. Students may enroll in optional summer courses in Algebra and Precalculus to accelerate in the sequence.

Northside's Math Department addresses The Common Core State Standards through a researched-based, interactive math curriculum in the core sequence. Northside's Math Department embraces and integrates all strands of the Core Standards (Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability) through its progression of courses in Algebra, Geometry, Advanced Algebra with Trigonometry, Precalculus, Discrete Mathematics, AP Calculus AB and BC, AP Statistics, Multivariable Calculus, and Differential Equations/Linear Algebra. Discrete Mathematics and Differential Equations/Linear Algebra are recent additions to the school's sequence in order to meet the diverse needs of the student population. Rather than treating each strand as distinct topics, our math department thoughtfully attends to these standards by carefully choosing supporting texts like the Interactive Mathematics Program (IMP), Functions Modeling Change, Hughes-Hallett's 6th edition Single and Multivariable Calculus, and Introduction to Statistical Investigations.

Northside Mathematics teachers are continually enhancing and adapting the curriculum to meet the needs of their students, to integrate appropriate technology, to adopt best practices in instruction and assessment, and to apply new research in the classroom. The IMP text provides a problem-based learning approach so students may see the real-world applications of math: population increase modeling, circular motion of a Ferris Wheel, and optimizing profit of a small business through linear programming are just a few examples of this approach. Northside's Mathematics teachers choose this approach because it grounds the learning in its applications, students see the importance of learning high level mathematics, the relevance in solving important problems, and the inspiration and strategies to employ when problems seem intractable. The teacher's role in each classroom is to pose questions and then more questions, all while developing the CCSS Mathematical Practices. The students collaborate daily to address the questions, if not answer them. Math teachers orchestrate discussions that serve as drivers for deepened learning and data for formative assessment. Students' responses inform teachers' in-the-moment decision making. Additionally, teachers regularly employ formative assessments with bell ringers, short quizzes, tech-based tools like Desmos, Geogebra, and Google Suite. Classroom summative assessments determine paths of future units. For instance, if students' performance on end-of-unit assessments indicate needed additional practice, teachers weave review material into subsequent units. Nationally norm-referenced tests indicate where additional supports are needed outside of typical class time. While increased SAT scores are not the sole motivator of learning, the department acknowledges the role that these scores play in a student's post-secondary options.

The department uses the school's flexible scheduling windows on Wednesdays to assign students to additional, small classes with a focus on learning test-taking strategies, reviewing math concepts, and self-checking assessments for immediate feedback.

1d. Science

The Northside Science sequence includes rigorous honors and college level science work. Students start with Physics, move into Chemistry, then Biology and finally a 4th year elective science course, characteristically an AP Science course. Through this sequence we work to nurture not only scientifically literate citizens but students who are well-prepared to meet the demands and challenges of professional scientific and engineering pursuits.

All Northside science course work is aligned to the Next Generation Science Standards (NGSS) and/or to the College Board AP courses standards and practices. To best prepare students to do the work of scientists, teacher instructional practice is centered around phenomenon based and/or modeling based instruction where students are assessed on their ability to analyze data, generate models and provide scientifically sound reasonings to explain the data, and provide justifications for their claims and/or models. Teacher teams design vertically aligned curriculum for each course to ensure the continued development and growth of key science practices and common conceptual themes such as energy transfer and dynamic change and stability. Teacher teams also create common authentic performance tasks and rubrics to assess student proficiency of

science skills and content application. Common summative assessments are utilized by teacher teams to calibrate teacher practice and curriculum frameworks. A variety of formative assessment tools are regularly employed to inform teachers of student understanding and proficiency.

The Northside science department is dedicated to bridging the gap for underrepresented groups in Science. Teacher practice incorporates differentiated instruction in order to best meet the needs of students while simultaneously fostering student self confidence in science. Students are routinely encouraged to enroll in challenging AP science courses and to pursue competitive summer research opportunities at local universities and research facilities.

The Northside 1:1 environment alongside the Science department's partnerships with local universities, museums and research institutions, facilitates the incorporation of technology into the Northside science classroom. Technology is leveraged for formative assessment tools, the acquisition of teacher created content, data collection, the aggregation of data with multiple testing sites, incorporation of PhET simulations, animated models, and virtual laboratory explorations.

1e. Social studies/history/civic learning and engagement

Northside's core values are fully embraced throughout the Social Sciences curriculum. Social Science courses are offered at the honors and Advanced Placement level. While the AP classes are guided by the learning standards of the College Board and the honors classes are connected to national and statewide learning standards in all courses, the goals of the teachers are grounded in Northside's mission, specifically the focus on empowering students to pursue their roles in the local and global communities.

Each course's curriculum has been designed to ensure that students are actively involved in their own learning and their own understanding of individual responsibility and the power of engaging within society. Instead of a lecture on the kingdoms of Africa, students are given the task of "righting" the errors of European museums depicting African history. Rather than taking a multiple choice test assessing their knowledge of the Constitution in AP US History, students are asked to explore their rights and apply their findings to historical developments in our nation and as well as to analyze the degree to which all people enjoy these rights today. Different simulations in each course allow students to make empathetic connections to people throughout time and across the globe while also encouraging students to debate the ethics of differing positions and actions within our discipline. To facilitate curiosity and collaboration, teachers utilize varied questioning techniques within each unit -- asking students to formulate and explore their own complex questions and to trace their evolving understandings throughout the unit. These questions ultimately form the content studied as students dive into their own interests and formative assessments gauge their levels of comprehension as well as identify opportunities to dig deeper into any concepts. Differentiation occurs when students are able to work together through problem based projects and when they are engaged in exploring their own interests and proving their skill acquisition in different forms such as traditional tests, art, writing, speeches, business plans or more creative ways. Northside's 1:1 technology setting allows teachers and students to explore the most current research and reporting and to create their own texts which can incorporate primary and secondary sources. With a vertically aligned curriculum and a team of passionate teachers, each course strives to engage every student in becoming agents of change in their communities whether that be at a local level, the national level, or all the way up to a global scale.

1f. For secondary schools:

To ensure college readiness, we offer three levels of courses at Northside: Honors, Advanced Placement, and Dual Credit. All Northside course work integrates teaching and/or practice of skills necessary for college success including critical reading and writing skills, collaboration, and project based learning. After establishing a strong foundation during freshman year, students are encouraged to take at least one advanced placement course per year, and careful consideration is given to programming students into courses aligned to their post secondary goals and aspirations.

Northside counselors play a critical role in preparing students for post secondary success. Experienced professional school counselors develop and teach lessons at every grade level during advisory and flex

periods, focusing on college readiness topics that include college selections, best fit, financial aid, scholarships, and career pathways.

In addition to advisory and flex periods, several colloquium offerings provide students with additional opportunities and time to focus on college readiness. Students self select into these colloquia based on their own needs to have access to campus visits, additional essay workshops, and support in navigating the application process.

College is a highly visible and realistic goal for all Northside students. Northside alumni are regularly invited back to share their experiences with current students. Faculty and staff throughout the building represent their alma maters and our counseling department hosts a National Decision Day event each year.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Beyond our Core Curriculum, Northside students have access to course offerings in Fine Arts, World Languages, Physical Education, and Computer Science.

Fine Arts offers 11 different subjects in art and music, with multiple levels allowing for depth of study. The curriculum is closely aligned with the learning standards of creating, performing/presenting, responding, and connecting. Using choice-based learning, art students synthesize their knowledge and experience while conceptualizing, designing, and creating complex artworks to convey meaning. Music students create through improvisation and composition, and build musicianship while performing challenging repertoire. Both disciplines showcase student work both inside and outside the school. Students become fluent in the language of the arts as they critically respond to their own work and the work of others through self-evaluation, peer critique, and analysis of professional work. Instruction is project-based and student-centered, focusing on individual and collaborative investigation, skill-building, experimentation, and discovery. The music curriculum uses technology in formative assessments to guide individual musicianship. The art department uses Standards Based Assessment, allowing for formative instruction through assessment.

From its founding, Northside has maintained no fewer than five well-established World Language curricula: currently, French, Japanese, Latin, Mandarin, and Spanish. Each language program offers Honors-only courses from Level I through Advanced Placement, while also providing the opportunity for 5th-year coursework, be it a class or an individually tailored senior project or independent study. A significant number of our students pursue a second or third language, and many also travel abroad on teacher-led excursions. Within the classrooms, our four modern languages encourage full immersion no later than the second year; and, driven by current pedagogical research and philosophy, our Latin program also incorporates oral communication standards. Most of all, our seven World Language faculty highlight the culture and history that inform each of our languages, not only to maximize our students' communications skills but also to assist them in becoming effective, empathetic citizens of the world.

Our Physical Education Department equips our students with the knowledge and skills to make positive healthy decisions around their physical, emotional, and social well-being. In a curriculum that emphasizes growth, students develop healthy habits, set individualized fitness goals, and establish plans to help them meet their goals. As students participate in their established plans, they are asked to reflect on their performances. Team-building skills are prevalent in our program, as our students are encouraged to work together to reach common goals. Through our Junior Leaders program, students learn leadership skills providing them with the tools they need to support students and teachers in entry-level courses. As Junior Leaders the students learn leadership skills which enable them to support teachers in their classes when they are seniors. Our students become healthy life-long learners in all aspects of life through the team-building, leadership, fitness skills and a comprehensive Health Education program.

Our Computer Science Department challenges students to see themselves as computer scientists, and teaches them to apply their education to solve practical problems in a socially responsible way. Balancing theory

and practice, our curriculum provides unique opportunities for students, emphasizes the importance of collaboration, and values partnerships and projects such as Girls Who Code, the Thinkering Project, and Hack Club.

3. Academic Supports:

3a. Students performing below grade level

Northside employs a multitude of strategies to both identify and support students who may be struggling academically. Each Wednesday, students have the opportunity to take part in tutoring sessions called flex periods which are built into the school day. Students may self-select their flex period based on the courses they may be in need of additional assistance with or time in for that week. Teachers may also pre-assign students to flex periods when the teacher determines that a student would benefit from additional supports in their class. These flex periods are protected time during the week for students to improve their understanding and performance in all of their classes and enable teachers the opportunity to provide more concentrated one on one instruction to those students most in need.

Northside also utilizes a multi-tiered system of support delivering and monitoring interventions for students in need of either Tier 2 or Tier 3 interventions. For students in need of the most intense interventions, Northside has developed the AIDE team to: (A)nalyze academic, attendance, and behavioral data; (I)dentify at-risk students who are in need of more support to ensure success; (D)evelop individual and systemic plans through intervention strategies and supports; and (E)valuate the effectiveness of those strategies regularly. The AIDE team is led by a member of Northside's administration and is comprised of Northside's counseling department, school psychologist, and school social workers. The team meets regularly and uses their time together to focus on Northside's most vulnerable students -- those failing classes and those with low attendance. Together, the AIDE team determines the appropriate interventions and supports, creates an intervention plan for each student, and monitors implementation and progress of the plan. Additionally, the AIDE team reviews and evaluates the effectiveness of previous interventions in order to ensure they waste no time in administering help to those students needing it most.

3b. Students performing above grade level

There are multiple systems in place to support our learners as they progress through their academic journey at Northside and to the greatest extent possible, we are proactive in identifying and supporting our most gifted and accelerated students to ensure they have as challenging and meaningful an academic experience as the rest of their peers. Before students begin their freshman year, they have the opportunity to take placement exams in World Language and Mathematics to ensure they are being placed in the correct level of class consistent with their abilities. Similarly, students may audition for placement in our advanced music ensembles and our Art Cubed program. Once students are in a class, their individual teachers are skilled at identifying those students who may be outperforming their peers and are prepared to deliver differentiated instruction in order to successfully challenge every student at their most appropriate level.

Northside's program is also built with all learners in mind. Northside offers courses at a variety of levels in order to ensure our most gifted students do not exhaust our curriculum. However, in the event they do, we have systems in place including Senior Project where students may continue to study a subject area they are passionate about after progressing through the recommended course sequence in that discipline.

3c. Special education

The mission of Northside's special education department is to teach students with IEPs the academic, social-emotional, and executive functioning skills needed to be successful in life, and to reach their post secondary goals. These skills are taught and reinforced in an honors and AP curriculum alongside their neurotypical peers. The special education teachers use a wrap-around approach to provide supports in collaboration with clinicians, paraprofessionals, and general education teachers. Over 90 percent of the services that are provided to students with IEPs are provided in the general education setting in the form of co-teaching. Special education teachers help to support instruction in the classroom by providing accommodations based

on the IEP and by helping to facilitate small group instruction. Some students also receive additional support in a resource setting based on their individual needs. This time is also used to facilitate testing accommodations or to meet with clinicians such as the social worker or psychologist.

Northside also has a low incidence program where students predominantly have a diagnosis of profound cognitive impairment. These students participate in a functional curriculum in a self-contained setting for the majority of the day. During lunch and other elective courses, these students integrate into the general education setting with their peers. The special education team has worked with the general education teachers and the students to provide training in how to teach and interact with these students. The team has also facilitated other opportunities for integration such as Best Buddies and Special Olympics in order to maximize the amount of time that all students are mainstreamed.

3d. ELLs, if a special program or intervention is offered

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Northside's core values - empathy, engagement, ethics, curiosity, and collaboration - and the belief statements they encompass are key in creating and maintaining a positive culture for the academic, social, and emotional well being and growth of our students. Alongside our core values and beliefs, student voice and choice are essential in ensuring that they are fully engaged. Students know that their voices matter, and they are actively involved in culture building and decision making at our school. Student organizations such as Student Council and SVC (Student Voice Committee) work with administrators and faculty to provide positive experiences for all students and to promote an inclusive school culture. These groups have collectively planned events like Clubapalooza, homecoming activities, and our "Speak Up" campaign. Still other student groups like Peer Mentors, Junior/Senior Leaders, NHS (National Honors Society), and Mikva Challenge, have planned both school wide events, as well as events that are service focused and open to the public.

At Northside, students are encouraged to participate in extracurricular activities, whether it be athletics, school clubs, dance groups, or co-curricular activities like robotics, debate, or science olympiad. Currently, Northside supports 110 clubs based on student interests and led by student voices. We have worked hard to build a culture where students celebrate and support each other, and students take pride in their school. Students consistently attend events such as athletic events, musicals, and art shows, to support their peers. And events like I-Day (International Day) and the BSU (Black Student Union) Showcase are two of the most celebrated events at Northside.

2. Engaging Families and Community:

The concept of community is central to the work that we do at Northside College Prep. To that end, parents, the neighborhood, and community partners are an integral part of Northside's success as school. The LSC (Local School Council), which is the local governing body of our school, is comprised of the principal, teachers and staff members, parents, and members of the local community. In monthly meetings that are open to the public, the LSC makes school wide decisions that are aligned to our school improvement plan, and allocation of resources.

Parents are valued members of the Northside community and their engagement, insight, and feedback are key factors in student success. Therefore, we utilize multiple pathways for mutual communication and feedback with parents. For academics, teachers update the online gradebook bi-weekly so that parents can monitor their student's academic progress. Each fall, parents are encouraged to attend our Back to School Night, which focuses on providing parents with a curriculum overview for their child, and allows teachers to collect information from parents that would be helpful in teaching and supporting their children. And throughout the year, weekly newsletters are sent to parents through email with school wide updates, news, events, and opportunities for parents to support the school.

Beyond academics, there are numerous opportunities for parents to work with school leadership and provide feedback for school improvement. Each year, the principal hosts two principal chats - one in the fall and one in the spring - where the agenda is parent driven. Parents are invited to have questions answered, voice concerns, and provide feedback. FON (Friends of Northside), our Northside parent group, has three main goals: raising funds to support the school's mission and priorities, organizing parent volunteers for special events and classroom support, and supplementing opportunities for parents to connect with the school. In its fundraising capacity, FON has provided additional funds for technology, professional development, and athletics and other extracurricular activities. FON has also organized volunteers for large school events like our Annual Open House, Freshman Welcome Night and Parent Orientation, classroom field trips and events. Finally, FON works to build parent to parent relationships by hosting events like First Fridays, where parents meet the first Friday of each month at a local restaurant to support local businesses and build community.

3. Creating Professional Culture:

Professional development at Northside is defined by two key components: teachers as leaders and “learning by doing.” The Instructional Leadership Team (ILT), composed of teacher leaders from each department, is instrumental in helping to choose school wide priorities and goals, determining school-wide instructional decisions, setting departmental goals aligned to school priorities, and monitoring the progress of their departments in obtaining those goals.

Deliberately built into the culture of Northside is the understanding that we are all teachers and learners. Along those lines, all faculty and staff are active participants in regular professional development aligned to district wide, school wide, and departmental goals. While many professional development opportunities are provided “in house,” teachers are also encouraged to and supported in seeking out meaningful professional development locally, nationally, and internationally. In the spirit of shared learning, teachers then collaborate with administrators and teacher leaders to share their new learning with the larger school community.

Modeling a growth mindset, teachers are provided space and encouraged to try new instructional practices to meet the needs of their students. Teachers engage in on-going professional development through Professional Learning Communities. In their PLCs, teachers have the space to collaborate with their peers in a multitude of meaningful ways. Together, teachers explore new classroom practices and theories and reflect on their own, and they share best practices as well as feedback with one another all with the aim of making Northside the strongest learning community it can be. Through the use of learning walks, teachers open their classroom doors to one another both in an attempt to showcase the wonderful things happening within and to bring in fresh ideas and perspectives from their colleagues in other disciplines.

4. School Leadership:

Northside’s leadership philosophy is centered around a distributive leadership model, where our school’s core values - collaboration, curiosity, engagement, empathy, ethics, and - drive the work that we do. The administrative leadership team, made up of the principal and assistant principals, meets weekly to plan and monitor the progress of school wide goals. Each administrator serves as the lead of a school wide team - the principal of the ILT, and assistant principals for the operations team and student support team. The administrative team works collaboratively with the ILT, PLC, Freshman Academy, Competency Based Education Team (N:Vision), and other team leads. Each school team has either a principal or assistant principal who serves as an administrative liaison to provide coaching and support for the team lead.

The ILT meets bi-weekly to discuss progress towards school wide goals. As part of the commitment to build leadership capacity and grow, a portion of each ILT meeting is dedicated to professional learning and reflection towards individual leadership goals. Members of the ILT are also tasked with leading their respective departments towards meeting school wide and departmental goals.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

While there are a number of strategies and practices that have been instrumental in Northside's success, our emphasis on professional learning and growth through PLCs (Professional Learning Communities) has had the most impact. In departmental PLCs, teachers focus on continued learning and practice in their content areas, as well as vertical alignment of curriculum standards and departmental goals. Through course level PLCs, teachers design instructional strategies and common assessments, analyze data, and make adjustments to instruction and determine student interventions based on analysis data. And it has been through interdisciplinary PLCs that we have seen the greatest professional learning and growth, as we have had PLCs dedicated to the following: Questioning and Discussion, Assessment and Grading, Competency Based Education, Equity and Access, and Culture and Climate. In these PLCs, teachers have positioned themselves as true learners and leaders:, embracing collaboration, participating in courageous conversations, and implementing a cycle of reflective practice.

Through the use of PLCs, we have seen an increase in targeted academic and SEL support for students, an increase in student agency, and renewed sense of determination and drive on behalf of our teachers. By tending to adult learning needs and leveraging the importance of learning through collaboration, we have seen the positive and lasting impact of PLCs on the success of our school.